DOCUMENT RESUME

ED 429 325 CS 510 044

AUTHOR	Martin, Ann E.; Saykanic, Donna M.
TITLE	Library and Media Skills Curriculum Guide: Grades Pre-K-6 and Advanced Skills.
INSTITUTION	Passaic Public Schools, NJ.
PUB DATE	1999-00-00
NOTE	79p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Elementary Education; Evaluation Methods; Information Technology; Library Role; *Library Skills; Reading Material Selection; *School Libraries; Student Rights
IDENTIFIERS	*Media Skills

ABSTRACT

This curriculum guide identifies minimum library and media skills students should master as well as expanded and new library skills that should be introduced and developed in all elementary classrooms. It begins with the mission of the Passaic School District, a message to classroom teachers and elementary school librarians, the mission of the library media program, a description of the philosophy of the school library media program, the goals of the school library media program, and general information for teachers. It then presents the skills, outcomes, and objectives for the readiness level, the first-through sixth-grade levels, and the advanced level. The curriculum guide then presents evaluation procedures and discusses technology in the library media center. Contains a 39-item glossary, 16 references, and a 93-item bibliography; appendixes contain the Library Bill of Rights, the School Library Bill of Rights, confidentiality information, evaluation and selection standards, a checklist for evaluating textbooks, and information on the New Jersey Library Network. (RS)

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ED 429 325

Passaic Public Schools

Passaic, New Jersey

LIBRARY AND MEDIA SKILLS CURRICULUM GUIDE

GRADES Pre-K - 6

and Advanced Skills

CS510044

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Dedicated to all of the children from the Passaic Public School System (Passaic, New Jersey)

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MISSION OF THE PASSAIC SCHOOL DISTRICT

Based on the belief that each person has an inherent worth the mission of the Passaic School District is to provide the opportunity for each individual to develop to his/her highest potential and become a creative, productive, contributing citizen prepared for the challenges of the 21st century.

To best fulfill this mission, the Passaic School District will operate under the following convictions:

1. **People are our most important resource.**

2. **Cultural differences are a strength within our society.**

3. **Schools are the catalyst for positive societal change.**

4. **All students are distinct individuals with specific talents, abilities, and needs.**

5. **An alliance among the school, home, and community is essential for effective education.**

6. **Programs should foster self-worth and self esteem as well as respect for others.**

The purpose of the Passaic School District is to meet its mission. In support of this, we are committed to:

Providing appropriate and necessary curricula, programs, access to current technology, experiences, services, facilities and staff.

Message to Classroom Teachers and Elementary School Librarians

The district is greatly indebted to Mrs. Ann E. Martin and Dr. Donna M. Saykanic for the development of the "Library And Media Skills Curriculum Guide." It is important to note that this guide is aligned with the library skills delineated in the elementary "Reading/Language Arts Curriculum Guide." The library skills listed in the "Reading/Language Arts Curriculum" are minimum skills which all students should master. The skills identified in this guide include all of the skills listed in the Reading/Language Arts Curriculum as well as expanded and new library skills that should be introduced and developed in all elementary classrooms.

Library skills must be developed and reinforced by both classroom teachers and school librarians. Classroom teachers and librarians should meet on a regular basis throughout the school year so that library skills can be developed in a truly cooperative and coordinated manner. In schools which do not have librarians, classroom teachers are responsible for introducing and developing the skills identified within this curriculum guide.

The classroom teacher is primarily responsible for the evaluation of library skills.

John Lockwood

District Supervisor of Reading./L.A./S.S.

3/95

Mission of the Library Media Program

"**The mission of the library media program is to ensure that students and staff are effective users of ideas and information**. This mission is accomplished:

- by providing intellectual and physical access to materials in all formats
- by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas
- by working with other educators to design learning strategies to meet the needs of individual students

The mission of the school library media program encompasses a number of specific objectives:

1. **to provide intellectual access to information** through systematic learning activities which develop cognitive strategies for selecting, retrieving, analyzing, evaluating, synthesizing, and creating information at all age levels and in all curriculum content areas
2. **to provide physical access to information** through (a) a carefully selected and systematically organized collection of diverse learning resources, representing a wide range of subjects, levels of difficulty, communication formats, and technological delivery systems; (b) access to information and materials outside the library media center and the school building through such mechanisms as inter-library loan, networking and other cooperative agreements, and on-line searching of databases; and (c) providing instruction in the operation of equipment necessary to use the information in any format
3. **to provide learning experiences that encourage users to become discriminating consumers and skilled creators of information** through introduction to the full range of communications media and use of the new and emerging information technologies.
4. **to provide leadership, instruction, and consulting assistance in the use of instructional and information technology** and the use of sound instructional design principles
5. **to provide resources and activities that contribute to lifelong learning**, while accommodating a wide range of differences in teaching and learning styles and in instructional methods, interests, and capacities
6. **to provide a facility that functions as the information center of the school**, as a focus for integrated, interdisciplinary, intergrade, and school-wide learning activities
7. **to provide resources and learning activities** that represent a diversity of experiences, opinions, social and cultural perspectives, supporting the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy.

Mission of the Library Media Program (cont.)

It is the responsibility of the school library media specialist and the district library media director to take the lead in translating the mission into programs that make effective access to information and ideas a reality. However, achievement of this mission at both school and district levels also requires:

- full integration of the library media program into the curriculum
- a partnership among the library media specialist, district level personnel, administrators, teachers, and parents
- the serious commitment of each of those partners to the value of universal and unrestricted access to information and ideas."[1]

[1] American Association of School Librarians and Association for Educational Communications and Technology, 1988, pp. 1 - 2.

Philosophy of the School Library Media Program

The school library media program is central to the learning process and depends on the cooperative and coordinated efforts of all those involved and responsible for student learning. It should be an integral part of the school curriculum and a central force in the learning process.

The school library media center is a laboratory for learning library research skills to be applied to information needs throughout students' lives. The most effective learning takes place through the actual use of materials and equipment within the media center.

The continuity of the library media program provides for the student a cumulative growth in library skills, and in the development of reading, listening, and viewing abilities and tastes.

"School library experiences serve as steppingstones to the use of other library resources in the community and to the formation of a lifetime habit of library usage, as well as pride in the ownership of books. Early and enjoyable library experience is the best insurance for lifetime library use." (Saykanic, 1994, p.7)

"The school library media center is a force for excellence in education. It reflects the goals and philosophy of the school and the district and advocates that concept of intellectual freedom. The library media center staff work with faculty to integrate classroom learning activities across the kindergarten through twelfth grade curriculum by providing:

- equal access to information regardless of social, economic, physical or technological constraints;
- resources and instruction in the skills necessary for students to become independent, lifelong learners, as well as discerning readers, viewers and listeners;
- opportunities for an active partnership with teachers and administrators in working toward common instructional goals;
- resources that allow learning to go beyond the confines of a textbook, unlimited by the boundaries of an individual library;
- a place within the school where curriculum-related and leisure-oriented resources are available for the school community; and
- a gateway to information as it becomes available to ensure productive use of emerging technologies by students and staff." (Guidelines, 1992, p. 7)

Goals of the School Library Media Program

1. To promote an awareness that the Library Media program is a key part of the overall educational program

2. To make clear the Library Media program aim which is to develop skills crucial to lifelong learning

3. To guarantee student learning opportunities through their use of the printed and non-printed materials provided by the Library Media Center

4. To have all students achieve their maximum potential in the development of library and information skills

5. To make students independent library users

6. To make all students aware of the enjoyment which should be derived from reading

7. To promote literacy and encourage a lifelong love of reading

8. To provide an atmosphere where reading is viewed as an enjoyable activity

9. To expose students to various forms of literature both fiction and non-fiction

10. To expose students to a variety of media formats

11. To help develop study skills which help build important life survival skills

PURPOSE

GENERAL INFORMATION FOR TEACHERS

PURPOSE

GENERAL INFORMATION FOR TEACHERS

The library media specialist must have access to the staff, the students, and the parents, and must be a part of curriculum design and planning in each school, meeting with department and grade level planning groups, curriculum committees, and individual teachers.

The library media specialist should work harmoniously with fellow staff members, not only in their own school but throughout the district when the occasion demands it. Library media specialist cooperation is basic to actualizing an educational program of excellence.

Just as adequate preplanning is basic to effective classroom teaching, so is adequate preplanning essential to successful integration of the supportive resources, facilities, and services afforded by the school library media center.

The library media specialist when planning with one teacher, a group, or committee of teachers:

1. Determines the contribution the library is to make to the overall teaching plan.

2. Determines specific teaching objectives to be accomplished through the use of library resources and guidance.

3. Identifies basic concepts and skills to be introduced, reinforced, or extended.

4. Designs specific teaching strategies requiring library support.

5. Designs specific learning experiences and activities requiring library resources.

6. Designs strategies for meeting student needs, interest, goals, abilities, progress rate concerns, and potential.

7. Designs appropriate culminating teaching and learning activities.

Development of services, cooperative planning, and thorough knowledge of curriculum will place the media specialist in a position ready to offer an educational program of good quality.

With the addition of administrative attention and support at all levels, the library media specialist will be able to produce and implement a thorough and efficient educational program. (Saykanic, 1994, pp. 8 - 9)

Skills in the library media program are taught in other classrooms as well as in the library media center. The library media specialist must be in constant touch with the daily pulse of curriculum development to ensure that the entire job is being done. Along with other educators, the library media specialist contributes to the planning and structure of what will actually be taught in the school or district.

Teachers and library media specialists share the responsibility for planning, teaching, and providing opportunities for practicing library skills.

Instruction in library skills is an area of special emphasis in school library media programs. The program of instruction in library skills must be coordinated with student use of the media center in subject areas throughout the curriculum.

The two main objectives of the library media program are: (a) to provide materials and assistance that support learning, and (b) to offer instruction in library media skills. The school library media program supports instruction in all areas of the curriculum.

There are two basic techniques for teaching students to master library skills. Demonstrate the skills first and then have students independently practice library skills. As students practice library skills, one must be aware that they may need extra encouragement and instruction.

The emphasis in the library media program is the instruction in library skills. The program of instruction of library skills is coordinated with student use of the media center in subject areas throughout the curriculum. Both teachers and media specialists share in the responsibility for planning, teaching, and providing opportunities for practicing library skills.

The media center should be an educational environment for optimal learning and sensitive to the total curriculum of the school. The library media curriculum is the planned interaction of students with instructional content, instructional resources, and instructional processes for the attainment of educational objectives.

Schools should be humane institutions. The main focus of attention is not on teaching but on learning; not on facts but on understanding; not on intellect alone but on the student's emotional, social, aesthetic, spiritual, and physical well being and development.

The major thrust of education is to nurture humaneness. It encompasses not only feelings, beliefs, values, and understandings, but also the warm human qualities of compassion, fulfillment, love, caring, justice, and sensitivity.

Teaching and learning objectives should be expressed in behavioral terms. Behavioral objectives are statements of what the learner should be able to do as a result of a learning experience. The following is a list of behavioral objectives which should be part of a good library media program. The students will have the opportunity:

1. to select material from a well-rounded multi-media collection which has been developed with consideration for student interests, ability levels, and need to cope with an ever-increasing body of knowledge

2. to find library media materials efficiently organized for each retrieval and use

3. to develop a growing vocabulary and the ability to read increasingly difficult material

4. to acquire the skills needed to use effectively a multi-media collection and to select the proper type of materials when seeking information

5. to use the library resources in a climate of informality with consideration for the rights of all

6. to establish patterns of individual study, independent research, and self-instruction

7. to develop aesthetic appreciation and critical judgment in reading, viewing, and listening

8. to receive guidance in reading, viewing, and listening

9. to gain a sustained and lasting satisfaction from reading

10. to be familiar with other libraries and resources in the community so that a life-long interest in learning and culture may be encouraged

11. to have the freedom to read, view, and listen consistent with individual needs and levels of maturity

12. to explore in many areas prior to making life-shaping decisions

13. to have access to instructional materials which are representative of various ethnic and cultural groups, and their contribution to our America heritage

14. to develop an understanding and appreciation of peoples of the world and their culture

Utilizing different teaching methods and materials that include large group, small group, and individual instruction lead to more effective learning. The media center is a laboratory for learning library research skills that will be applied to information needs throughout the student's lives.

SKILLS
STUDENT OUTCOMES / OBJECTIVES

SCOPE AND SEQUENCE

The scope of instruction is delineated by grade level. The sequence of instruction may vary in accordance with specific student needs.

Library Skills Readiness Level

I. Location Skills

A. Organization of Materials

1. Knows that materials in the library media center have a specific order
2. Is developing an understanding of own part in keeping materials in order

II. Interpretation Skills

A. Evaluation and Selection Techniques

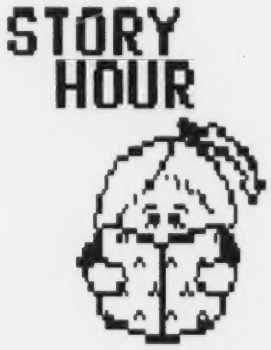
1. Knows that the library media center has books to borrow and use
2. Knows that many children of all ages use the library media center
3. Can choose a book to look through with assistance from the library media specialist

B. Listening and Viewing Skills

1. Is developing the ability to attend to the sights and sounds of storytelling
2. Is developing ability to respond to what is seen and heard

C. Literature Appreciation

1. Knows there are many storybooks and picture books in the library media center
2. Has some favorite books and main characters



Library Skills First Grade

I. Location Skills

A. Card Catalog

1. Knows that the materials in the library media center have a specific arrangement
2. Understands own part in keeping materials in order

B. Fiction and Nonfiction

1. Has initial understanding of the difference between fiction and nonfiction materials
2. Has used both fiction and nonfiction materials

C. Periodicals

1. Knows that the library media center has materials other than books
2. Is familiar with magazines that are of interest

D. Audiovisual Materials and Equipment

1. Knows that the library media center has materials other than books
2. Can find meaning in an audiovisual presentation

II. Interpretation Skills

A. Evaluation and Selection Techniques

1. Can select books of interest to him/her
2. Can select books that he/she can read

B. Parts of a Book

1. Can identify the cover, both front and back
2. Can identify the spine and spine label
3. Can identify the title page
4. Can identify the title, author, and illustrator

C. Listening and Viewing Skills

1. Is able to attend to the sights and sounds of storytelling
2. Can participate in discussion following a story
3. Follows directions
4. Can carry out oral directions

D. Literature Appreciation

1. Knows that a variety of books are available
2. Can draw the point of the story into own experience

Library Skills Second Grade

I. Location Skills

A. Card Catalog

1. Alphabetizing

a. Can locate a book in the easy section by the author's last name

b. Knows that the spine label tells where the book is placed on the shelf

2. Subject Headings

a. Knows that books on specific subjects may be located in the nonfiction section of the library media center

b. Can locate a book on a specific subject with the assistance of the library media specialist

B. Fiction and Nonfiction

1. Can determine the difference between fiction and nonfiction in the most obvious instances
2. Locates books in the easy collection
3. Located books with assistance in the fiction collection that he/she is able to read
4. Locates materials on the topic with assistance in the nonfiction collection

C. Reference Collection

1. Interprets data presented in visual form in reference books and materials

a. **Encyclopedias**

(1) Can locate the primary level encyclopedias in the library media center

(2) Can locate the general encyclopedias in the reference collection

(3) Can find a topic in an encyclopedia with assistance

b. **Dictionaries**

(1) Can locate the primary picture dictionaries in the library media center

(2) Can use alphabetical order and guide words in dictionary work

D. Periodicals

1. Knows that the library media center has materials other than books
2. Is familiar with the primary periodicals

Library Skills Second Grade (cont.)

E. Audiovisual Materials and Equipment

1. Knows that the library media center has materials other than books
2. Understands audiovisual presentations

II. Interpretation Skills

A. Evaluation and Selection Techniques

1. Chooses books that he/she is able to read
2. Chooses books on subjects of interest and personal preference
3. Understands that there are various forms of literature

B. Parts of a Book

1. Can identify the cover
2. Can identify the spine and spine label
3. Can identify the title page
4. Can identify the title, author, and illustrator
5. Can identify the publisher, place of publication, and date of publication

C. Table of Contents

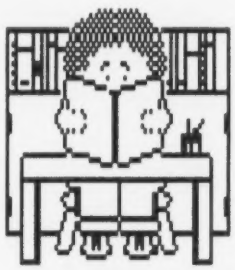
1. Can identify the Table of Contents in a book
2. Locates information from a Table of Contents

D. Listening and Viewing Skills

1. Can attend to the sights and sounds of the instructional situation
2. Participates in a group discussion or other group activity
3. Can understand what is seen and heard
4. Can recall, summarize, and paraphrase what is listened to and viewed.

E. Literature Appreciation

1. Knows that a variety of books are available
2. Can draw the point of the story into own experience



Library Skills Third Grade

I. Location Skills

A. Card Catalog

1. Understands that every book and most other material in the library media center collection has at least one card in the card catalog
2. Can locate materials using call numbers on catalog cards
   - a. **Alphabetizing**
     - (1) Knows library books are shelved alphabetically using the author's last name
     - (2) Knows biography is shelved alphabetically by the subject's last name
   - b. **Subject Headings**
     - (1) Knows the card catalog has subject cards
     - (2) Can look up a subject and find a call number
     - (3) Can locate a book on a subject using the card catalog with some assistance
   - c. **Descriptive Information**
     - (1) Knows there is information on the catalog card that tells about the book
     - (2) Knows the parts of a book that are listed on the catalog card

B. Fiction and Nonfiction

1. Can define the difference between fiction and nonfiction
2. Knows that the two main categories in the library media center are fiction and nonfiction

C. Dewey Decimal System

1. Understands the general shelf arrangement of library media center materials
2. Knows that most nonfiction books receive a Dewey Decimal Number
3. Knows that nonfiction books are arranged by the Dewey Decimal Number

Library Skills Third Grade (cont.)

D. Reference Collection

1. Knows the differences between the reference collection and the regular collection
2. Can locate the reference collection
3. Knows reference sources are meant to be referred to, not read all the way through
4. Can locate information in encyclopedias and dictionaries with some assistance
5. Interprets data presented in visual form in reference books and materials
   a. **Encyclopedias**
      (1) Can use the alphabetical arrangement of the general encyclopedia to locate a subject
      (2) Can use a general encyclopedia to find information on a topic using the subject headings
      (3) Knows there are special subject encyclopedias in the reference collection
      (4) Knows encyclopedias are a source of information about people, places and things
   b. **Dictionaries**
      (1) Can locate the unabridged dictionary in the library media center
      (2) Can use the abridged and unabridged dictionaries to find word definitions using guide words

E. Biographical Sources

1. Can locate information about a person with some assistance
2. Knows biography is shelved alphabetically by the subject's last name

F. Periodicals

1. Is familiar with the primary periodicals and, in addition, some intermediate periodicals
2. Knows there are special subject periodicals

G. Indexes

1. Knows that an important part of a book is the index
2. Knows that some nonfiction books have indexes
3. Knows that indexes are in the back of books
4. Can locate information in an index

Library Skills Third Grade (cont.)

H. Table of Contents

1. Can identify the Table of Contents in a book
2. Locates information from a Table of Contents
3. Knows that both fiction and nonfiction books may have a Table of Contents
4. Knows that the Table of Contents is in the front of most books

I. Audiovisual Materials and Equipment

1. Knows the library media center has materials other than books
2. Understands audiovisual presentations

II. Interpretation Skills

A. Evaluation and Selection Techniques

1. Is familiar with various forms of literature
2. Knows some favorite authors and their works
3. With some help, can select materials that he/she can read
4. Shows discrimination in selecting books

B. Parts of a Book

1. Can identify the cover
2. Can identify the spine and spine label
3. Can identify the title page
   a. Title
   b. Author
   c. Illustrator
   d. Publisher
   e. Copyright Date
4. Can identify the table of contents
5. Can identify the dedication
6. Can identify the preface
7. Can identify the appendix
8. Can identify the glossary
9. Can identify the bibliography
10. Can identify the index

C. Research and Reporting Techniques

1. Can look up information on a topic in a general encyclopedia
2. Can find nonfiction books on a specific topic
3. Is acquainted with bibliographies in books

Library Skills Third Grade (cont.)

D. Listening and Viewing Skills

1. Participates in a group discussion by the following rules that (a) only one person speaks at a time, (b) everyone listens to the speaker, and (c) responses to discussion questions should be relevant
2. Can attend to the sights and sound of the instructional situation
3. Can understand and interpret what is seen and heard
4. Can recall, summarize, paraphrase and extend what is listened to and viewed

E. Literature Appreciation

1. Is familiar with characters, plot and setting of fiction
2. Is familiar with many different types of literature

Library Skills Fourth Grade

I. Location Skills

A. Card Catalog

1. Understands that the card catalog is an index to the library media center collection
2. Can locate materials using call numbers on catalog cards
3. Can use the card catalog to locate materials by author, title and subject.
   - a. **Alphabetizing**
     - (1) Can alphabetize by interior letters of words
     - (2) Can interpret drawer labels on the card catalog
   - b. **Subject Headings**
     - (1) Can convert own terminology into that used in subject headings
     - (2) Can be specific when looking up a subject
   - c. **Descriptive Information**
     - (1) Can interpret information on catalog cards, e.g., type of material, level of material, how recently published, whether illustrated
     - (2) Can use information on catalog cards to compile a simple bibliography

B. Fiction and Nonfiction

1. Understands the difference between fiction and nonfiction
2. Knows that fiction and nonfiction are two main categories of library media center materials

C. Dewey Decimal System

1. Is familiar with call numbers and their relation to the location of the book on the shelf
2. Understands that the purpose of the Dewey Decimal System is to pull together materials on the same subject and literary form
3. Can locate materials using call numbers
4. Is acquainted with the ten main classes

Library Skills Fourth Grade (cont.)

D. Reference Collection

1. Knows reference sources are meant to be referred to, not read all the way through
2. Can locate information in reference sources
3. Interprets data in visual form in reference books and reference materials
   a. **Encyclopedias**
      (1) Can use an encyclopedia for answering questions, for background information, and as a starting point for research
      (2) Can use an encyclopedia for an overview of a topic
      (3) Is familiar with the alphabetical arrangement of an encyclopedia and is able to locate information using subject headings with minimum of assistance.
      (4) Knows encyclopedias are a source of study guides, charts, maps, drawings, photographs, diagrams, graphs, and bibliographies
      (5) Can use the index in the encyclopedia to locate information on a specific topic
      (6) Can use the special subject encyclopedia in the reference collection
   b. **Dictionaries**
      (1) Can obtain definitions from dictionary entries
      (2) Can use alphabetical order and guide words in dictionary work
      (3) Know there are a specialized English Language dictionaries
   c. **Other Reference Tools**
      (1) Knows the atlas is a book of maps
      (2) Knows the almanac is a source of statistics and other current facts
      (3) Knows that a thesaurus is a book listing synonyms and antonyms for words

E. Biographical Sources

1. Can define biography
2. Can locate information about a person

F. Periodicals

1. Is familiar with the intermediate magazines in the library media center
2. Can use the intermediate magazines, both general and special subject, for information and pleasure reading

Library Skills Fourth Grade (cont.)

G. Indexes

1. Understands that any book may be used as a reference book if it has an index
2. Can locate information on the subject using an index
3. Can use indexes to find information when there is no complete book devoted to the topic in the library media center
4. Can locate information in encyclopedias using indexes

H. Table of Contents

1. Can identify the Table of Contents in a book
2. Locates information from a Table of Contents
3. Knows that both fiction and nonfiction books may have a Table of Contents
4. Knows that the Table of Contents is in the front of most books

I. Vertical Files

1. Know the type of materials found in a vertical file, e.g., pictures, clippings, pamphlets, maps
2. Knows vertical file materials are not in the card catalog

J. Audiovisual Materials and Equipment

1. Knows information comes in a variety of formats
2. Can locate materials on a subject in the audiovisual materials collection with some assistance
3. Can operate equipment in order to use the materials

II. Interpretation Skills

A. Evaluation and Selection Techniques

1. Understands various forms of literature
2. Can select materials with a specific purpose in mind
3. Is acquainted with authors and their works
4. Begins to evaluate a book for quality

B. Parts of a Book

1. Can use the parts of a book to determine scope, format, and timeliness
2. Can use the parts of a book to locate and document information

Library Skills Fourth Grade (cont.)

C. Research and Reporting Techniques

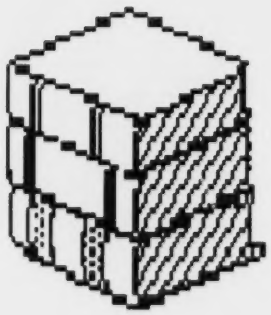
1. Can research a topic using more than one source and compile findings into a report for presentation
2. Knows what a bibliography is and what purpose it serves
3. Can make a simple bibliography of author and title for all research assigned
4. Demonstrates the ability to skim and scan information to find specific facts
5. Can complete an outline

D. Listening and Viewing Skills

1. Attends to the sights and sounds of the instructional situation
2. Interprets and understands what is heard and seen
3. Can recall, summarize, and paraphrase what is listened to and viewed

E. Literature Appreciation

1. Is familiar with various forms of literature
2. Can interpret meaning from literature and relate it to past experience



Library Skills Fifth Grade

I. Location Skills

A. Card Catalog

1. Understands that the card catalog is an index to the library media center collection
2. Can locate materials using call numbers on catalog cards
3. Can use the card catalog to locate materials by author, title and subject.
   - a. **Alphabetizing**
     - (1) Can alphabetize by interior letters of words
     - (2) Can interpret drawer labels on the card catalog
   - b. **Subject Headings**
     - (1) Understands and uses cross-references
     - (2) Can convert own terminology into that used in subject headings
     - (3) Can be specific when looking up subject
   - c. **Descriptive Information**
     - (1) Can interpret information on catalog cards, e.g., type and level of material, publication date, whether illustrated
     - (2) Can use information on catalog cards to compile a simple bibliography

B. Fiction and Nonfiction

1. Understands the difference between fiction and nonfiction
2. Knows various kinds of fiction: adventure, science, realistic, mystery, historical, fantasy, sports, humorous
3. Has read some of each of the various types of fiction
4. Can use the nonfiction collection as a source of information

C. Dewey Decimal System

1. Understands that the purpose of the system is to pull together materials on the same subject and literary form
2. Is familiar with call numbers and their relationship to the location of books on the shelves
3. Understands the ten main classes
4. Understands that the ten main classes can be divided and subdivided into more specific subjects
5. Can locate materials using call numbers

Library Skills Fifth Grade (cont.)

D. Reference Collection

1. Can distinguish the unique characteristics of various reference sources
2. Can determine the reference source most appropriate for a specific purpose
3. Interprets data in visual form in reference books and reference materials
   - a. **Encyclopedia**
     - (1) Can use cross references to locate information in an encyclopedia
     - (2) Can use indexes to locate information in an encyclopedia
   - b. **Dictionaries**
     - (1) Can use alphabetical order and guide words in dictionary work
     - (2) Can obtain definitions from dictionary entries
     - (3) Can use pronunciation key
     - (4) Can locate and identify the syllabication (respelling of entry words)
     - (5) Can identify the parts of speech of entry words
     - (6) Can use specialized English language dictionaries
   - c. **Other Reference Tools**
     - (1) Can use almanacs to find statistics and other facts
     - (2) Knows that a thesaurus is a book listing synonyms and antonyms for words

E. Biographical Sources

1. Can locate information about a person
2. Knows the different types of biographical materials and can locate information in each
3. Can locate information about a person in the collective biography collection

F. Periodicals

1. Is familiar with periodicals of varying scope and purpose
2. Knows periodicals are a source of current information

Library Skills Fifth Grade (cont.)

G. Indexes

1. Knows indexes provide access to information by subject in book and reference sources
2. Can locate information on a subject using a book's index
3. Can locate information in an encyclopedia using an index
4. Can use cross-references to locate information in an index
5. Is aware of indexes to information beyond the library media center collection

H. Table of Contents

1. Can locate information in the Table of Contents
2. Uses a Table of Contents to locate sections or information in a book

I. Vertical Files

1. Knows the type of material found in vertical files, e.g., pictures, clipping, pamphlets
2. Can locate vertical file materials for an appropriate purpose

J. Audiovisual Materials and Equipment

1. Knows that information comes in a variety of formats
2. Can locate materials in the audiovisual collection
3. Can produce own audiovisual materials when appropriate, e.g., to illustrate a report

II. Interpretation Skills

A. Evaluation and Selection Techniques

1. Understands the various forms of literature
2. Is acquainted with authors and their works
3. Can select materials for leisure reading
4. Can use the various parts of a book to determine scope, format, timeliness, and to locate and document information

Library Skills Sixth Grade

B. Research and Reporting Techniques

1. Can locate materials to discover what others have learned about a topic.
2. Can use ideas gained through different materials
3. Can carry research through to a conclusion
4. Can present information in a written report and/or an oral presentation
5. Can make a bibliography of author, title, publisher, and date for research assignments
6. Demonstrates the ability to skim and scan information to find specific facts
7. Can complete an outline

C. Listening and Viewing Skills

1. Attends to the sights and sounds of the instructional situation
2. Interprets what is heard and seen
3. Can recall, summarize, and paraphrase what is listened to and viewed

D. Literature Appreciation

1. Is familiar with various forms of literature
2. Can interpret meaning from many forms of literature

I. Location Skills

A. Card Catalog

1. Understands that the card catalog is an index to the library media center collection
2. Can locate materials using call numbers on catalog cards
3. Can use the card catalog to locate materials by author, title and subject
   - a. **Alphabetizing**
     - (1) Can alphabetize by interior letters of words
     - (2) Can interpret drawer labels on the card catalog
   - b. **Subject Headings**
     - (1) Understands and uses cross-references
     - (2) Can convert own terminology into that used in subject headings
     - (3) Can be specific when looking up a subject
   - c. **Descriptive Information**
     - (1) Can interpret information on catalog cards, e.g., type, date, and level of material, whether illustrated
     - (2) Can use information on catalog cards to compile a bibliography

Library Skills Sixth Grade (cont.)

B. Fiction and Nonfiction

1. Understands the difference between fiction and nonfiction
2. Knows various kinds of fiction: adventure, science, realistic, mystery, historical, fantasy, sports, humorous
3. Has read some of each of the various types of fiction
4. Can use the nonfiction collection as a source of information

C. Dewey Decimal System

1. Understands the ten main classes
2. Is familiar with call numbers and their relationship to the location of books on the shelves
3. Understands that the ten main classes can be divided and subdivided into more specific subjects
4. Understands that the purpose of the system is to pull together materials on the same subject and literary form
5. Can locate materials using call numbers

D. Reference Collection

1. Can distinguish the unique characteristics of various reference sources
2. Can determine the reference source most appropriate for a specific purpose
3. Interprets data in visual form in reference books and reference materials
   a. **Encyclopedias**
      (1) Can use cross-references to locate information in an encyclopedia
      (2) Can use indexes to locate information in an encyclopedia
   b. **Dictionaries**
      (1) Can use alphabetical order and guide words in dictionary work
      (2) Can obtain definitions from dictionary entries
      (3) Can use pronunciation key
      (4) Can locate and identify the syllabication (respelling of entry words)
      (5) Can identify the parts of speech of entry words
      (6) Can use specialized English language dictionaries
   c. **Other Reference Tools**
      (1) Can use almanacs to find statistics and other facts
      (2) Knows that a thesaurus is a book listing synonyms and antonyms for words

Library Skills Sixth Grade (cont.)

E. Biographical Sources

1. Can locate information about a person
2. Knows the different types of biographical materials and can locate information in each
3. Can locate information about a person in the collective biography collection and biographical dictionary

F. Periodicals

1. Is familiar with periodicals of varying scope and purpose
2. Knows periodicals are a source of current information

G. Indexes

1. Knows indexes provide access to information by subject in book and reference sources
2. Can locate information on a subject using a book's index
3. Can locate information in an encyclopedia using an index
4. Is aware of indexes to information beyond the library media center's immediate collection

H. Table of Contents

1. Can locate information in the Table of Contents
2. Uses a Table of Contents to locate sections or information in a book

I. Vertical Files

1. Knows the type of material found in vertical files, e.g., pictures, clippings, pamphlets
2. Can locate vertical file materials for an appropriate purpose

J. Audiovisual Materials and Equipment

1. Knows information comes in a variety of formats
2. Can locate materials in the audiovisual collection
3. Can operate equipment in order to use materials
4. Can produce audiovisual materials to accompany a report

Library Skills Sixth Grade (cont.)

II. Interpretation Skills

A. Evaluation and Selection Techniques

1. Understands the various forms of literature
2. Is acquainted with authors and their works
3. Can select materials for entertainment
4. Can use various parts of a book to determine scope, format, and timeliness, and to locate and document information
5. Is developing discrimination in selecting books and periodicals to read, as well as films and television to view

B. Research and Reporting Techniques

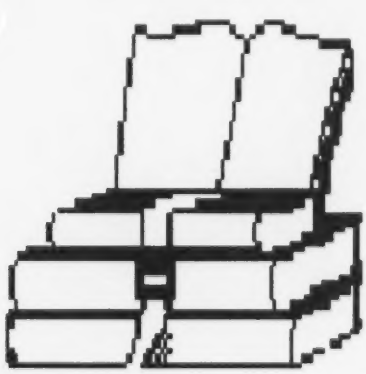
1. Can locate materials to discover what others have found out about a topic
2. Can use ideas gained through different materials
3. Can carry research through to a conclusion
4. Can present information in a written report and/or an oral presentation
5. Can make a bibliography of sources used in a report
6. Understands the function of footnotes
7. Demonstrates the ability to skim and scan to find specific facts
8. Complete an outline

C. Listening and Viewing Skills

1. Attends to the sights and sounds of the instructional situation
2. Interprets what is heard and seen
3. Can recall, summarize, paraphrase and extend what is listened to and viewed

D. Literature Appreciation

1. Is familiar with various forms of literature
2. Can interpret meaning from many forms of literature



Library Skills Advanced Level

I. Location Skills

A. Card Catalog

1. Understands that the card catalog is an index to the library media center collection
2. Can locate materials using call numbers on catalog cards
3. Can use the card catalog to locate materials by author, title and subject
   - a. **Alphabetizing**
     - (1) Can alphabetize by interior letters of words
     - (2) Can interpret drawer labels on the card catalog
   - b. **Subject Headings**
     - (1) Understands and uses cross-references
     - (2) Can convert own terminology into that used in subject headings
     - (3) Can be specific when looking up a subject
   - c. **Descriptive Information**
     - (1) Can interpret information on catalog cards, e.g., type, date, and level of material, whether illustrated
     - (2) Can use information on catalog cards to compile a bibliography
     - (3) Knows a computer may serve the same function as the card catalog

B. Fiction and Nonfiction

1. Understands the difference between fiction and nonfiction
2. Knows various kinds of fiction: adventure, science, realistic, mystery, historical, fantasy, sports, humorous
3. Has read some of each of the various types of fiction
4. Can use the nonfiction collection as a source of information

C. Dewey Decimal System

1. Understands the ten main classes
2. Understands that the ten main classes can be divided and subdivided into more specific subjects
3. Understands that the purpose of the system is to pull together materials on the same subject and literary form
4. Can locate materials using call numbers
5. Knows that Library of Congress cataloging is used in university and other large libraries

Library Skills Advanced Level (cont.)

D. Reference Collection

1. Can distinguish the unique characteristics of various reference sources
2. Can determine the reference source most appropriate for a specific purpose
3. Knows reference sources are meant to be referred to, not read through
4. Can locate information in reference sources

E. Biographical Sources

1. Can locate information about a person
2. Knows the different types of biographical materials and can locate information in each

F. Periodicals

1. Is familiar with periodicals of varying scope and purpose
2. Knows periodicals are a source of current information
3. Can interpret citations in *Abridged Reader's Guide to Periodical Literature*
4. Is familiar with periodicals on microfilm or fiche
5. Can interpret citations in *New York Times Index*

G. Indexes

1. Knows indexes provide access to information by subject in book and reference sources
2. Can locate information on a subject using a book's index
3. Can locate information in an encyclopedia using an index
4. Can locate information in periodicals using indexes
5. Is aware of indexes to information beyond the library media center's immediate collection

H. Vertical Files

1. Knows the type of material found in vertical files, e.g., pictures, clippings, pamphlets
2. Can locate vertical file materials for an appropriate purpose

I. Audiovisual Materials and Equipment

1. Knows information comes in a variety of formats
2. Can locate materials in the audiovisual collection
3. Can operate equipment in order to use materials
4. Can produce audiovisual materials to accompany a report

Library Skills Advanced Level (cont.)

II. Interpretation Skills

A. Evaluation and Selection Techniques

1. Understands the various forms of literature
2. Is acquainted with authors and their works
3. Can use various parts of a book to determine scope, format, and timeliness, and to locate and document information
4. Uses discrimination in selecting books and periodicals to read, as well as films and television to view

B. Research and Reporting Techniques

1. Can locate materials to discover what others have found out about a topic
2. Can use ideas gained through different materials
3. Can carry research through to a conclusion
4. Can present information in a written report and/or an oral presentation
5. Can make a bibliography of sources used in a report
6. Understands the function of footnotes

C. Listening and Viewing Skills

1. Attends to the sights and sounds of the instructional situation
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3. Can recall, summarize, paraphrase and extend what is listened to and viewed

D. Literature Appreciation

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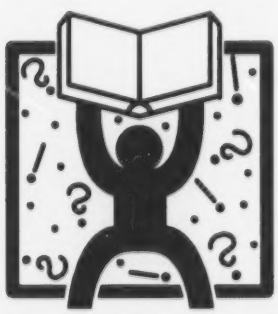


Evaluation Procedures

The following factors must be taken into consideration when evaluating library skills:

1. The classroom teacher is primarily responsible for the assessment of library skills.

2. When grading classwork which contains library skills, the teacher must grade in accordance with district grading guidelines and Board of Education Policy.

3. Before determining that library skills have been mastered for each grade level, students should be given four problems/questions dealing with each skill and the student must answer at least three of the problems/questions correctly.

TECHNOLOGY
IN THE
LIBRARY MEDIA CENTER

TECHNOLOGY IN THE LIBRARY MEDIA CENTER

"Librarians have been instrumental in the use of information technology from clay tablets and papyrus to CD-ROM databases and satellite communication. From the earliest standards to *Information Power*, the profession has seen itself as providing teachers and students access to and assistance with the available technology. Too often the library is associated solely with books. The book will continue to be a critical technology to which students and teachers need access. But the book is only one of the technologies they need in order to manage effectively the information necessary for teaching and learning. One of the reasons for the use of the label "school library media specialist" is to help people bridge the conceptual gap between a librarian whose function is to deal with information transferred via the book and a librarian whose function is to deal with information transferred via the most appropriate medium." (Barron, 1992, p. 524)

"In education today, we've only begun to tap the multitude of opportunities that are available for the teacher to facilitate the creative processes within our students. The technology that only 10 years ago changed every six months today is changing every six weeks. We can and must thrust our students onto the global superhighway of data manipulation which will have a lifetime impact on both those children and the word to come." (Amato, 1994, p. 15)

In order for the United States to achieve a 90% graduation rate, a "perfect" adult literacy rate, and national leadership in math and science by the year 2000, students will need to develop the ability to access, evaluate, and utilize information. A long-standing responsibility and commitment of school library media specialists is providing and ensuring access to information and resources. Technology plays a key role in providing access to the information critical to the development of tomorrow's leaders (Wilford, 1993).

Library media specialists' roles are becoming redefined due to technology, the "information explosion," a renewed emphasis on lifelong learning skills, and an increasing acceptance of more responsibilities by library media specialists. Eisenberg (1988) lists the following five emergent roles:

1. collection management based on a unified media concept.
2. promotion of literature and guidance in the use of media.
3. teaching information skills through integration with classroom curriculum.
4. acting as a catalyst or agent of change through awareness of technology and consultation on curriculum and instructional design.
5. assuming information management responsibilities beyond the walls of the centralized library media center facility.

A library media specialist must make a commitment to personal professional growth and development. Two books published by the American Library Association entitled A Planning Guide for Information Power: Guidelines for School Library Media Programs and Information Power: Checklist for School Library Media Programs include

forms for the development of action plans. A good action plan will assist the media specialist in evaluating how successful they are in carrying out the plan. The application of the checklist is another approach to evaluation. The compilation of state, regional, and national standards are also utilized as an evaluation model. The plan should always be revised. Guidelines implementation is a systematic undertaking, beginning with a carefully and clearly thought out plan, followed by patient and persistent pursuit of a selected set of achievable plans. As each goal is achieved, another takes its place and the cycle begins again.

Software companies are aware of teachers' needs in the electronic stream. "A virtual jungle of programs for the electronic author and artist exist among software makers." (Amato, 1994, p. 15)

The following computer software programs have shown to have a good track record both in and outside the classroom. The list also includes the best documentation for both on-line help and product support according to Amato. Most, if not all, these software packages are available in DOS, Windows, and Macintosh format.

Word Processing, Spreadsheet, & Database Integrated Software

- Microsoft Works
- Claris Works
- Microsoft Word
- The Writing Center
- Bank Street Writer
- Microsoft Creative Writer
- FileMaker Pro

Desktop Publishing Packages

- Aldus Pagemaker
- Quark Express
- Publish-It-Easy
- Microsoft Publisher

Graphics Printing Programs

- Print Shop
- Print Shop Deluxe
- Kid Pix
- Kid Pix Companion
- Banner Media

Special Effects and Painting Programs

- Typestyler
- Effects Specialist
- MacPaint

Digital Photo Effects Packages

- Adobe Photoshop
- Aldus Darkroom
- Adobe Illustrator
- Aldus Freehand

Presentation Programs

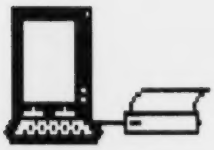
- Hypercard
- Frame Maker

Presentation Programs

- Hypercard
- Frame Maker

Graphics Packages

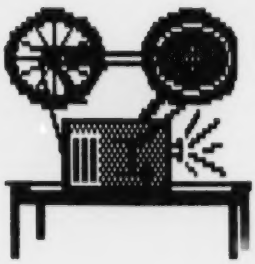
- Clip Art
- Click Art
- Art Maker

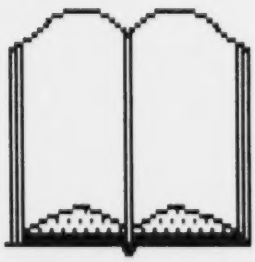


CD ROM Packages

- Grolier's Electronic Multimedia Encyclopedia
- Software Tookworks Atlas Park
- Voyager Electronic Books
- San Diego Zoo Presents the Animals

Some programs listed may not be suitable for elementary education students.





GLOSSARY

GLOSSARY

Access--the freedom or ability to utilize the resources and staff of a library media center or to use other information sources.

Administration--in schools, refers to those persons charged with implementing the governing body/school board policy, e.g., the superintendent, assistant superintendents, principals, vice-principals, and supervisors; in library media centers, refers to those duties involving budgeting, ordering, supervision of support staff, etc.

Automated circulation system (also, computer-based circulation system)--the use of computers to record information regarding the lending of library materials, user files, overdue lists, etc.

Book talk--a technique used by media specialists and others to encourage interest in reading. A book talk involves a brief description of a book's plot and characters, a brief reading of selected excerpts from the book, and references to other works by the same author and to similar works.

CD-ROM--an abbreviation for compact disc-read-only memory. This refers to the use of compact discs as a computer storage medium. These discs are "read-only" because they can be used only to read the information encoded on them. The user cannot store information on them.

Collection mapping--mechanism by which a collection is divided into a number of small but manageable segments which respond to the curriculum of the school and the number of items which have been purchased in a topical area. Each segment can be built, weeded, or maintained as curriculum needs dictate.

Distance learning--an instructional system in which the didactic content is conveyed to the learner, who is separated from the teacher, by one or more media. A formal educational organization is responsible for the program. The system provides regular opportunities of two-way communication between the learner and teacher.

Facility--a library building, or a part of a building in which the library is housed.

Flexible scheduling--the means by which the library media specialist maximizes the available time to meet the needs of students and teachers. In response to curriculum units, the media specialist and teacher arrange the most appropriate time for instruction and other activities. Flexible scheduling is the opposite of rigid scheduling, in which classes are blocked into a set time period in the library regardless of need and without the presence of a classroom teacher.

Format--the general appearance and physical make-up of a print or non-print publication, including medium, arrangement, etc.

Genre literature--types of literature by style, form, or content, e.g., gothic novels, mystery and detective stories, short stories, etc.

Governing body/school board--the body charged with developing policy for an educational system, e.g., in public schools, the board of education; in non-public schools, the board of governors.

Information skills--the abilities involved in locating and using information; includes knowledge of reference materials, ability to evaluate materials for accuracy and objectivity, development of a research technique, and critical thinking. The term is an extension of the old term "library skills" and reflects the complex skills necessary in an information age.

ILL (Interlibrary Loan)--the borrowing and lending of materials between libraries for the convenience of their users.

Library media center (LMC)--that facility within a school devoted to housing and using resources and audiovisual equipment. Its purpose and that of the library media specialist in charge is to work together with the administrators and teachers of the school to provide students with the best possible education.

Library media specialist--the certified individual responsible for the library media center and its program; in New Jersey, either an Educational Media Specialist or an Associate Educational Media Specialist, depending on the degree.

Literature Based Learning--the incorporation of the world of literature into the curriculum in order to develop enjoyment of reading and a lifelong reading habit, encourage students to become discerning readers, and integrate literature into subject areas.

Material--information in all types of formats; includes books, periodicals, films, filmstrips, tapes, cassettes, microfilm, computer discs, etc.

Modem--equipment which allows one computer to "communicate" with another computer via telecommunications.

New Jersey Library Network--the division of the libraries of New Jersey into six geographical areas to promote the cooperative use of services and materials of all types of libraries in the state.

Networking--librarians and libraries working together to share resources for the benefit of users.

Networking capabilities--those facilities which make possible the networking process: telephones, computers, copiers, delivery services, etc.

Non-Print--materials in audio and visual formats, e.g., pictures, films, tapes, recordings, etc., many of which may require the use of equipment in order to be used; also known as audiovisual materials.

On-line--connected to a computer.

Print--information in paper format; books, periodicals, pamphlets, etc.

Public Access Catalog--the card catalog on computer, available for public use.

Reference materials--comprehensive works on subjects, generally not intended for cover-to-cover reading. Usually maintained separately with a restricted circulation policy.

Regional Library Cooperative--a membership organization of libraries and library related agencies within a library region which has agreed to provide and receive cooperative service. One of six in the New Jersey Library Network.

Resource Base Instruction--an instructional concept which integrates a variety of materials beyond the textbook to teach all subjects. Involves the partnership of teachers and the library media specialist to develop, plan, present, and evaluate curricular units, and requires students to participate actively in learning as they acquire strategies for finding and using information. Resource based instruction is the opposite of textbook based instruction.

Resources--the materials and equipment of a library media center.

School community--those persons involved in or affected by the educational process in a given school: students, faculty, administrators, governing board, support staff and parents.

Software--audiovisual materials which require the use of equipment for projection or playback; also, computer programs, routines, procedures, etc.

Special populations--those populations in the state who are not served or are inadequately served and do not receive the full benefits of library services due to disadvantages related to: handicap, race, sex, language, age, culture, economic deprivation, illiteracy, lack of education, geographic location, institutionalization or other factors.

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Statewide services--specially designed library collections and services available to all members of the New Jersey Library Network, either directly or through referral by the regional reference and interlibrary loan centers.

Support staff--a designation used to describe all non-professional school and/or library personnel, including clerks, secretaries, technical assistants, etc.

Technical processing--see technical services.

Technical services--the part of library media center operation that handles acquisition, organization and cataloging of materials, preparation of materials for circulation and use, and collection maintenance. Also called technical processing.

Unified media program--a program in which instructional and other services related to both print and audiovisual media are administered in a single unified program under one director.

Whole Language--a philosophy related to Literature Based Learning which integrates all aspects of language-reading, writing, listening and speaking.[2]

[2] Guidelines, 1992, pp. 65 - 70.

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APPENDICES

C4

Appendix A

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan and doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.[3]

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[3] Adopted June 18, 1948. Amended February 2, 1981, June 27, 1967 and January 23, 1980, by the ALA Council.

Appendix B

School Library Bill of Rights

For School Library Media Center Programs

The American Association of School Librarians reaffirms it belief in the "Library Bill of Rights" of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials;

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the students served;

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards;

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments;

To provide a written statement, approved by the local boards of education, of the procedures for meeting the challenge of censorship of materials in school library media centers; and

To provide qualified professional personnel to serve teachers and students.

Approved in 1969 by the American Association of School Librarians Board of Directors

Appendix C

ACCESS TO RESOURCES AND SERVICES IN THE SCHOOL LIBRARY MEDIA PROGRAM

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the Library bill of Rights apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with each other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historic issues.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view or hear.

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permissions from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee student access to the broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Adopted July 2, 1986, by the ALA Council

Appendix D

Children's Censorship/Book Selection "Bill of Rights"

All children have a right to ...

1. Free access to a wide variety of quality literature
2. Have a say in the choice of books that they read (i.e., together with their parents and teacher)
3. Freedom from having literature imposed upon them that they do not wish to read
4. Guidance in selection of reading materials from sensitive and informed adults
5. Freedom to explore their natural interests and curiosity about the world through books
6. Have access to abundant literature that reflects the pluralistic nature of our society
7. Have access to books that contain characters with whom they can readily identify
8. Have access to books that are developmentally appropriate (i.e., both in terms of content and reading difficulty level), that they can read successfully and that connect with their prior knowledge
9. Freedom from feeling excluded through books that impose upon them religious views that their family does not accept (i.e., the right to a public education that is indeed public and not reflecting religious values that are uncomfortable to many)
10. Access to many books that are uplifting to the human spirit, that celebrate beauty and courage
11. Balanced and guided access to books that portray human cruelty and the sad realities of our world
12. Access to books that rectify the misrepresentations of the past and to dispel the myths of the present.
13. Access to books with "authentic" content that contain natural language without contrived adaptations (e.g. from Peter Rabbit "... and they exhorted Peter to exert himself....")
14. Access to books that contain moral themes that transcend diverse religious perspectives (e.g., good and evil as depicted through witches and devils)
15. Access to books that help them to understand that which makes language offensive and to understand the power of language as an instrument of majesty or weaponry, to wound or to heal.
16. Guided access to books that deal with the timely themes that perplex our society (e.g., use of violence, legitimacy of civil disobedience, nature of patriotism) from a variety of perspectives.
17. Develop, weigh and refine their values through positive, engaging and provocative experiences with literature
18. Access to books that are provocative, that espouse unpopular points of view and that are obviously not written to please everyone.

Appendix E

CONFIDENTIALITY OF LIBRARY USERS' RECORDS

NEW JERSEY STATUTES ANNOTATED
TITLE 18A: 73-43

73-43.1. Definitions

For the purposes of this act:

a. "Library" means a library maintained by any State or local governmental agency, school, college, or industrial, commercial or other special group, association or agency, whether public or private.

b. "Library record" means any document or record, however maintained, the primary purpose of which is to provide for control of the circulation or other public use of library materials.

[L. 1985, c.172, &1.]

73-43.2. Confidentiality of library users' records

Library records which contain the names or other personally identifying details regarding the users of libraries are confidential and shall not be disclosed except in the following circumstances:

a. The records are necessary for the proper operation of the library;
b. Disclosure is requested by the user; or
c. Disclosure is required pursuant to a subpoena issued by a court or court order.

[L. 1985, c.172, &2.]

Appendix F

AASL Statement of Confidentiality of Library Records

The members of the American Library Association, * recognizing the right to privacy of library users, believe that records held in libraries which connect specific individuals with specific resources, programs, or services, are confidential and not to be used for purposes other than routine record keeping; i.e., to maintain access to resources, to assure that resources are available to users who need them, to arrange facilities, to provide resources for the comfort and safety of patrons, or to accomplish the purposes of the program or service. The library community recognizes that children and youth have the same rights to privacy as adults.

Libraries whose record keeping systems reveal the names of users would be in violation of the confidentiality of library record laws adopted in many states. School library media specialists are advised to seek the advice of counsel if in doubt about whether their record keeping systems violate the specific laws in their states. Efforts must be made within the reasonable constraints of budgets and school management procedures to eliminate such records as soon as reasonably possible.

With or without specific legislation, school library media specialists are urged to respect the rights of children and youth by adhering to the tenets expressed in the Confidentiality of Library Records Interpretation of the Library Bill of Rights and the ALA Code of Ethics.

* *ALA Policy 52.1, 54.15*

Appendix G

New Jersey State Department of Education
State Library

Recommended
ELEMENTS OF A MATERIALS SELECTION POLICY FOR SCHOOL LIBRARY MEDIA CENTERS

The elements to be included in a school library media center collections policy and their arrangement will depend on the individual Library Media Center and the district. The following elements are recommended for inclusion in any policy.

Introductory statements

- how policy was developed and by whom
- scope (does policy include and instructional materials, classroom collections, professional collection, etc.?)
- statement that governing body of district is legally responsible for selection of materials
- date that governing body adopted policy

Philosophy and objectives

- statement of philosophy, mission and goals of institution and Library Media Center
- statement on intellectual freedom
- objectives of Library Media Center collection, including:
    - description of clientele to be served; e.g., grade levels, faculty/administration, clients with special needs
    - needs to be served by the collection, e.g., curriculum support materials, informational and recreational reading
- explanation of Library Media Center's resource - sharing responsibilities, role in NJ Library Network, other cooperative programs and agreements

Collection description

- scope, emphasis, limits of collection, e.g., subjects covered and excluded, depth of coverage, formats included and excluded, number of copies, languages, reading levels (may need to be defined for each subject, class of clientele, program being supported)
- responsibility for selection
- criteria for selection, e.g., literary merit; existence of reviews; controversial nature of subject or treatment; extent of profanity, violence or sexual themes; usefulness as textbook, supplemental reading, etc.

- Polity for evaluating collection on regular basis, e.g., criteria for evaluating usefulness of materials; procedures to be followed; guidelines for repair, replacement, and discarding of individual items.

Policy on reconsideration of challenged materials

- policy on who may register a complaint
- procedures for handling complaint, e.g., whether request for reconsideration must be in writing, standard form to be used, procedure by which material is reviewed, who will review, criteria for decision-making, procedure for notifying complainant, appeal procedure
- status of challenged materials during reconsideration

Supporting documents

- appropriate documents from institution and district, e.g., mission statement, goals and objectives
- statements on intellectual freedom, e.g.,:
    - Library Bill of Rights
    - Access to Resources and Services in the School Library Media Program: an Interpretation of the Library Bill of Rights
    - Evaluating Library Collections: an Interpretation of the Library Bill of Rights
    - Statement on Labeling: an Interpretation of the Library Bill of Rights
    - Challenged materials: an Interpretation of the Library Bill of Rights
    - Statement on Re-Evaluation of Library Materials for Children's Collections
    - American Film and Video Association Freedom to View[4]

[4] Guidelines, 1992, pp. 85-86

Appendix H

PASSAIC PUBLIC SCHOOLS
Passaic, New Jersey

EVALUATION STANDARDS FOR BOOKS IN THE PUBLIC SCHOOLS

Name of Series _____

Name of Book(s) _____

Author (s) _____ Copyright Date _____

Publisher _____ Price _____

Recommended for use in the teaching of _____:
(Subject)

1. Senior High School _____
2. Junior High School _____
3. Elementary School _____
4. Vocational School _____
5. Adult Education _____

Content:

a. Purpose - Where and by whom will the book be used?

As a textbook (___) Teachers (___) Pupils (___) Grade (___)
As a reference book (___) Teachers (___) Pupils (___) Grade (___)
As a Library Book (___) Teachers (___) Pupils (___) Grade (___)

b. Quota _____

c. Scholarship - Reputation of:

1. Book(s) _____
   Author(s) _____

Appendix H

PASSAIC PUBLIC SCHOOLS
Passaic, New Jersey

EVALUATION STANDARDS FOR BOOKS IN THE PUBLIC SCHOOLS
(Continued)

d. Adaptability:

1. Does it come well within capacity of pupils? _____
2. Does it appeal to children's interests through:
   Pictures _____ Maps _____ Drawings _____
3. Does it fit the objectives of the course of study? _____
4. Is it educationally sound? _____ Psychologically sound _____
5. Literary value
   a. Style _____ b. Use of English _____ c. Accuracy _____
6. It is free from objectionable bias? _____

_____
Signature of Person Evaluating Book

_____
Date

Approved by: _____
Director or Department Head

Appendix I

State of New Jersey - Department of Education
Office of Equal Educational Opportunity

CHECKLIST FOR EVALUATING TEXTBOOKS

READERS

	MALE				FEMALE			
	WHITE		MINORITY		WHITE		MINORITY	
A. **ILLUSTRATIONS**								
1. Who are on the front/back cover?								
2. How many pictures are there of?								
3. Who is the main focus of the picture?								
4. How many children are?								
5. How many of the older children are?								
6. How many adults are?								
7. How many are depicted as parents?								
8. How many children/adults are?								
(a) crying, frightened, or passive?								
(b) angry, adventurous, active?								
(c) depicted as stupid, selfish, the butt of a joke?								
(d) demeaned?								
9. How many families have a single parent as head?								

	MALE			
	WHITE		MINORITY	
10. How many occupations/activities are allotted to men?				

	FEMALE			
	WHITE		MINORITY	
11. How many occupations/activities are allotted to women?				

	MALE				FEMALE			
	WHITE		MINORITY		WHITE		MINORITY	
B. **TEXT**								
1. Of the main character:								
(a) how many children are?								
(b) how many adults are?								
(c) how many children/adults are involved in household tasks?								
(d) how many children/adults are caring for others?								
2. Who are the older children?								
3. In adventure stories, how many of the main characters are?								
4. In love stories, how many of the main characters are?								

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	MALE				FEMALE			
	WHITE		MINORITY		WHITE		MINORITY	
B. **TEXT**								
5. How many children/adults are depicted as:								
(a) expressing emotion?								
(b) timid or frightened?								
(c) dependent upon others?								
(d) independent?								
(e) intelligent or active?								
(f) making decisions?								
6. How many adults are depicted in a parental role?								
7. How many stories include characters who are:								
(a) stupid?								
(b) nasty/unkind to others?								
(c) the butt of a joke?								
(d) demeaned?								
8. In how many occupations (excluding parenthood) are adults depicted?								

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Appendix J

School _____ Reading Level _____

UPPER LEVEL READING INTEREST SURVEY

My name is _____
Age: _____ Sex: M F Grade: _____

Mark the way you feel you read: 1. I read well _____. 2. I read OK _____
3. Reading is hard ___

---

1. I prefer to read: (Choose one) a. books _____ b. magazines _____ c. comics _____

2. When I read I like: a. a challenge _____ b. something easy _____ c. to read for entertainment _____ d. to learn about something _____

3. Which type of books would you mostly enjoy reading? Pick no more than 5 and list in order of importance, 1st, 2nd, etc.

a.	science fiction _____	h.	fantasy _____
b.	sports _____	I.	adventure fiction _____
c.	mystery _____	j.	poetry _____
d.	romance _____	k.	how-to-do-it _____
e.	historical fiction _____	l.	jokes/humor _____
f.	biography _____	m.	supernatural _____
g.	informational _____		

4. When I choose a book, I check
   - _____ a. to see if it is too long
   - _____ b. to see if the print is too small
   - _____ c. to see if the pictures look interesting
   - _____ d. to see if the title sounds interesting
   - _____ e. to see if I've heard of the author
   - _____ f. to see if it seems good by reading a paragraph or two

5. If I start a story:
   - _____ a. I stop if the words are too difficult
   - _____ b. I stop if I lose interest
   - _____ c. I finish regardless

6. I'd rather: (choose one) _____a. read a story; _____b. hear a tape of a story;
   _____ c. listen to the teacher read

7. I like:
   - _____ a. to read just for my own pleasure.
   - _____ b. to read the same story as someone else, then share.
   - _____ c. to hear about a story someone else has read.

Appendix K

The New Jersey Library Network
. . .What's In It For The
SCHOOL LIBRARY MEDIA CENTER?

Your district's membership in the network provides the school library media specialist with:

- an opportunity to be perceived by administrators, teachers, and students as the head of a dynamic, full-service agency;
- an opportunity for professional growth and development through regional and statewide continuing education and other programs;
- an opportunity to interact with share information with other types of libraries;
- an opportunity to make best use of your library materials budget by providing access to lesser used or more expensive materials through supplemental reference and interlibrary loan.

Your district's membership in the Network provides your students and faculty with:

- access to supplemental reference services from major research and other libraries;
- access to materials across the state and across the country through interlibrary loan and citation/location services;
- access to a delivery system that speeds materials to you from libraries throughout the state at no cost to you;
- access to specialized programs and services developed by your Regional Library Cooperative.

Membership in the New Jersey Library Network is free. Your only obligation is to share your library's resources to the extent possible within your policies, as you expect others to share theirs with you.

Contact your Regional Library Cooperative office for further details.

How Can School Library Media Centers Contribute to the Network?[5]

The School Library Media Specialist's Role . . .

- Use the services provided by the Network.
- Make sure all libraries in the school district know how to use Network services.
- Make sure all members of the school community (teachers, principals, superintendents, board of education members) know about your district's Network membership and the benefits that membership brings.
- Be represented at all RLC membership meetings and vote on RLC plans and budgets.
- Serve on statewide and regional committees, task forces and work groups.

For more information . . .

If you would like more information about the New Jersey Library Network, contact the RLC office for your county:

RLC 1: Hunterdon, Morris, Somerset, Sussex, Warren
Addr: 31 Fairmount Avenue, Chester, NJ 07930
Phone: 908-879-2442

RLC 2: Bergen, Passaic
Addr: 326 Lafayette Avenue, Hawthorne, NJ 07506
Phone: 201-427-3996

RLC 3: Essex, Hudson
Addr: 350 Scotland Road., Orange, NJ 07050
Phone: 201-673-6373

RLC 4: Middlesex, Union
Addr: 44 Stelton Road, Suite 235, Piscataway, NJ 08854
Phone: 908-752-7720

RLC 5: Mercer, Monmouth, Ocean
Addr: 55 Schanck Road, Suite B-15, Freehold, NJ 07728
Phone: 908-409-6484

RLC 6: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Salem
Addr: Midway Professional Center, Suite 102
8 North White Horse Pike, Hammonton, NJ 08037
Phone: 609-561-4646

or contact Marilyn Veldof, Coordinator, State and Regional Library Services, NJ State Library. Phone 609-984-3293.

[5] Guidelines, 1992. Pp. 82 - 83.

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DOCUMENT RESUME

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TITLE	High School Debate Topic, 1998-1999. Subject Bibliography (SB)043.
INSTITUTION	United States Government Printing Office, Washington, DC.
PUB DATE	1998-11-30
NOTE	9p.; For the 1996-1997 debate topic, see ED 404 704.
AVAILABLE FROM	Web site: http://www.access.gpo.govsu-docs/sale/sb-043.html
PUB TYPE	Guides - Non-Classroom (055) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Debate; Federal Government; Foreign Countries; *Foreign Policy; High School Students; *High Schools; International Relations; Nuclear Warfare
IDENTIFIERS	Debate Tournaments; National Debate Topic; *National High School Debate Resolutions; *Russia

ABSTRACT

This 12-item annotated bibliography presents U.S. government documents suitable for use in preparation for a high school debate on the resolution that the United States should substantially change its foreign policy toward Russia. Items in the annotated bibliography address American-Ukranian nuclear relations; economic policy and trade practices; the history, politics, sociology, and national security systems of countries in the former Soviet Union; nuclear coexistence; revelations from the Russian archives; and United States' participation in the United Nations. The bibliography also provides the stock number, price and extensive ordering information for each publication. Items in the bibliography were published between 1994 and 1998. (RS)

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